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ABSTRACT

This guide helps parents evaluate the efficiency of school board members, administrators, and teachers by outlining the duties and responsibilities of these school personnel. The idea is to evaluate their efficiency and not their ability, the paper notes, as one can have the ability to do but at the same time be highly inefficient. Duties and responsibilities are listed in detail for school board members, superintendents, principals, teachers, and administrative assistants. Finally, criteria are listed to help parents evaluate the organization and curriculum development of a program of studies. (Author/LD)

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EVALUATIVE CRITERIA FOR URBAN SCHOOL ADMINISTRATORS AND TEACHERS: Guidelines and Suggestions for Parents as Evaluators

Arthur Davis, Jr.

The educational enterprise, especially urban schools are the only instituted business in our society that successfully blames the consumer for its own bad product. Because the big city school district, like other social institutions are ultimately responsible to the people, the relevancy of the programs of studies and administrative and teaching staff competency is essential to any reproof of the learners, and the evaluation of such should involve the parents of the children that populate the schools.

In a society such as ours in which the social aims are not perfectly clear and are not generally understood and accepted, the validation of who is at fault is not relatively easy, especially when the standard of excellence and the criteria for assessing the quality of the product has not been clearly defined and agreed upon. Nevertheless, in the management and operation of urban schools, a pervasive process of quality education is implied in all administrative and instructional action, by professional trained educators. Contrary to democratic practice, in an era where the social philosophy and politics set forth the potentialities of human betterment through the marshalling of greater consumer involvement, appropriate opportunities are not given to inner city parents to evaluate the professional staff and the program of studies.

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Parents should be given the opportunity to evaluate the school board, the superintendent, principal and teachers. However, under the present conditions it is difficult to distinguish the efficient administrator and teacher from the inefficient, and it is unfortunate that many parents don't know what to look for in terms of duties and responsibilities of the responsible professionals. They do not know with any degree of definiteness the prerequisites for an efficient administrator or teacher. At the present they are groping in the dark.

When parents have tried to think critically about the relative efficiency of school administrators and teachers, some form of evaluation of them have taken place. For the most part this evaluation has been highly subjective and, where conscious standards have been accepted as the basis for judgment, they have been crude and in general poorly defined. With the rapid decline of quality in teaching and administration, within the past few decades, and particularly in the city schools, the demand for some satisfactory evidence of the efficiency of the work of administrators and teachers has been inconsistent. It has been part and parcel of the larger demands of blacks and other minorities that all institutions and agencies within the sphere of their community render efficient service.

What should parents look for when attempting to evaluate administrators and teachers' efficiency? One of the first prerequisites of evaluating the performance of professional educators is that the evaluation of results shall be subjected to a high degree of unanimity when submitted

to different parents judgments. What must be avoided is a wide variation in the estimates made of the educators' efficiency. Personal opinions obviously can have little validity as a standard by which to evaluate administrators and teachers. It is well known that it is difficult to get two people to agree on anything where elements of personal judgments are permitted to enter. A work of art may be considered very beautiful to one, and ugly or unattractive to another. To one parent, for example, a particular school administrator or teacher may appear winsome, effective, and efficient while to another the same educator may seem to possess qualities diametrically opposed to these. The judgments may represent the difference between a casual and an intimate acquaintance with the administrator or teacher concerned. They may represent also very subtle prejudices that lead to a direct distortion or racial coloring of the personality traits possessed by the administrator or teacher judged. It often happens that attitudes and prejudices of a general nature carries over from other social situations, serve to lead two people to quite divergent judgments in the presence of the same objects or situations. We tend to stress certain aspects of a total situation and neglect others, but seldom do two persons select and ignore the identical elements in a situation that serve as the basis for their respective judgments. Even where there is some common basis for judgments, unless these are very definite or specific, a difference in emphasis often appears to militate against agreement.

When these natural tendencies to divergence in judgment are brought

to bear on teachers and administrators and their efficiency the characteristics lack of agreement among parents hinders objectivity. In an effort to overcome these natural divergences in evaluating the urban school administrator and teacher and the many programs of studies, a compete guide for parents is presented herein. What follows is an outline of the duties and responsibilities of the school board, school administrators and teachers, and a way of examining the program of studies. The idea is to evaluate their efficiency and not ability. One can have the ability to do, but at the same time be highly inefficient.

EVALUATING THE SCHOOL BOARD EFFICIENCY

Ideally, the urban school board, like any other district board is a responsible cooperating group of individually capable people from the community devoted to common educational purposes and motivated by a desire to develop and carry out the clearly formulated philosophy and objectives envisioned by inhabitants. What parents should look for when attempting to evaluate the Board of Education is how efficient are they in carrying out their duties and responsibilities which include the following:

The Board of Control:

1. Acts as a policy-determining body.
2. Has rules for determining its policies, organization, and procedures.
3. Delegates all executive functions to the superintendent of schools or, in nonpublic schools, to the administrative head of the school.
4. Makes decisions after having received the recommendations of the superintendent of schools or administrative head of the school.
5. Accepts fully its responsibility for financing the educational program.

6. Is responsible for adequate insurance on school property, including equipment and supplies.

7. Provides for the safekeeping of records, deeds, and other valuable papers in fire-proof vaults or cabinets.

8. Authorizes the preparation and presentation of an annual budget.

9. Adopts and publishes the budget after careful study and open hearing.

10. Elects all school employees only on recommendation of the superintendent and principal or the administrative head of nonpublic school.

11. Carries out all professional and official relationships with school employees through the superintendent or administrative head of nonpublic school.

12. Recognizes its responsibility to protect staff members and students from exploitation by individuals and agencies of the community.

13. Formulates regulations upon the advice of the superintendent and principal regarding the use of the school plant or other school property.

14. Holds regular meetings at stated times.

15. Functions only when in official session.

16. Keeps accurate minutes of its proceedings and periodically arranges for the codification of policies and regulations for public and professional use.

17. Holds open meetings, except on personnel matters and new school sites.

18. Provides that all personnel responsible for the handling and accounting of school funds are adequately bonded.

19. Recognizes its responsibility for protection and economical expenditure of public funds.

20. Has the legal responsibility for making final decisions, within the framework of the state constitution and laws and regulations of the state board of education, on dismissal of teachers, program of studies, and quality of instruction.

21. Is responsible for providing liability insurance for all employees.

Evaluation

a. How effectively are the published policies observed?

EVALUATING THE SUPERINTENDENT'S EFFICIENCY

As the executive head of the educational system, the superintendent is responsible for every condition of management and operation of the plan, for the coordination of its parts, and for assurance of the efficiency of each part. He must determine with the approval of his board, all general policies. He is expected to promote or insure efficient instruction by four general means: determination of the large aims of instruction in the district; determination of the general means and methods to be employed in the district in attaining these aims; establishment of the conditions of effective instruction; and organization of the educational system to further efficiency of instruction. What parents should look for when attempting to evaluate the superintendent is how effieient is he in carrying out his duties and responsibilities which include the following:

The Superintendent of Schools: (2)

1. Keeps the board of control informed, through periodic reports, regarding the school's objectives, achievements, needs, and plans for the future.
2. Plans and presents annually the budget for consideration by the board of control.
3. Formulates the budget in conformity with legal requirements.

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(1) From the manual, Evaluative Criteria, by the National Study of Secondary School Evaluation, Washington, D.C., 1960, p 320.
(2) Ibid., p 321.

4. Arranges for the accounting system to be organized in sufficient detail to make computations of important unit costs possible.

5. Administers, or supervises the administration of, the business affairs of the school system.

6. Makes regular reports to each individual charged with the use of funds or supplies, indicating the status of his account.

7. Exercises proper control over the care and distribution of supplies and equipment.

8. Supervises all school employees and their school activities.

9. Recommends teachers and other employees for appointment on the basis of fitness for their specific services.

10. Conducts research concerning educational problems of the school and community.

11. Uses the results of research in planning the educational program.

12. Secures the help of the staff in formulating recommendations and policies.

13. Secures the cooperation of the staff in carrying out recommendations and policies.

14. Facilitates the professional improvement of the staff.

15. Assists in the coordination of school and community activities and agencies.

16. Considers the availability of community finances in arriving at practical solutions to educational problems.

EVALUATING THE PRINCIPAL AND ADMINISTRATIVE ASSISTANTS' EFFICIENCY

What parents should look for when attempting to evaluate the efficiency of the principal.

Like any other executive, the superintendent has a supporting staff of administrative assistants and principals, to each of whom is entrusted

responsibility and authority for effecting certain parts of the educational plan. Their specific function is to lead, instruct, and inspire the teachers of the school system so that they may be kept alive and growing, and that the quality of instruction may constantly improve. However, the duty and responsibility of the superintendent which he cannot delegate to any supporter is that of executive officer and expert adviser of the board of trustees. Nevertheless, he may call upon his assistants, principals, teachers, and other agents to aid him in informing the board as to school conditions and needs, it is he alone who must take the responsibility of recommending to the board new policies or advising as to old ones.

In fine, whereas a large part of the administrator's time must be toward the establishment of progressive policies and adequate provision for education, his supporting staff efforts is concentrated on working with and through teachers for realization of policies and effective use of all provisions that are made. What parents should look for when attempting to evaluate principals and administrative assistants is how efficient are they in carrying out their duties and responsibilities which include the following:

The Principal and Administrative Assistants: (3)

1. Have a broad background in general or liberal education.
2. Have extensive professional preparation.

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(3) Ibid., p 321.

3. Have successful teaching experience.

4. Have successful administrative experience.

5. Have a well-formulated philosophy of education consistent with the American concept of democracy.

6. Are aware of the educational needs of the community.

7. Are well acquainted with the educational program.

8. Are keeping abreast of current philosophy and practices in secondary education.

9. Maintain membership in professional organizations.

10. Attend meetings of professional organizations.

Evaluations

a. How adequate is the professional preparation of the administrative staff?

b. How extensive is the educational experience of the administrative staff?

The Principal: (4)

1. Is the responsible head of the school.

2. Budgets his time to provide a balance between administrative and supervisory duties.

3. Actively assists all staff members in the improvement of their work.

4. Makes sure that all staff members understand their duties and responsibilities.

5. Equalizes as far as possible the working load of staff members.

6. Requires that materials and supplies are used efficiently and economically.

7. Provides for administrative procedures such as scheduling, attendance, and reports.

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(4) Ibid., p 322.

8. Provides regular and accurate reports regarding the condition and progress of the school.

9. Inspects plant facilities regularly to ensure efficient operation and healthful conditions.

10. Provides for drills, traffic control, and similar activities to ensure student safety.

11. Directs the planning and operation of a program of safety and safety education.

12. Directs the public realations program in cooperation with superintendent.

13. Has a part in the selection of staff members.

14. Provides direction and supervision for student activities.

Evaluations

a. How effectively do the principal and his assistants perform their duties?

b. To what extent does the principal provide opportunities for staff members to participate in the administration?

EVALUATION OF EDUCATIONAL LEADERSHIP

The program of instruction and learning in each school of the district is both an important means of improving instruction and an important condition of efficient instruction. It is therefore a coordinate responsibility of the superintendent and the principal as the educational leaders. This responsibility they should discharge cooperatively, the superintendent's responsibility being primarily in the matter of determining the large plan and general organization, the principal's primarily in the development with the teaching force of detailed units of subject matter. Therefore, what parents should look for when attempting to evaluate educational leadership is how efficient are they in carrying

out their expected duties and responsibilities which include the following:

The Principal, Assisted By Other Members of the Staff Having Leadership Responsibilities: (5)

1. Is the professional leader of the school.
2. Assists staff members in improving the articulation and continuity of all aspects of the school program, both within grades and between grades.
3. Affords appropriate opportunities for staff members to share in the administration of the school.
4. Helps new teachers to begin their work with confidence and to become constructive members of the staff.
5. Helps all staff members to attain a feeling of security and satisfaction in their work.
6. Encourages the professional growth of his teachers and helps them to develop themselves to their highest potential.
7. Works with parent-teacher and other organizations to improve the service the school renders to students and the community.
8. Formulates plans, in cooperation with staff members, for the improvement of the educational program.
9. Initiates and directs curriculum studies.
10. Aids teachers in obtaining and using a variety of up-to-date materials.
11. Provides opportunity for teachers to try new practices and techniques.
12. Uses classroom visits and interviews to help teachers to increase their effectiveness.

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(5) Ibid., p 323.

13. Arranges a variety of educational activities, such as workshops, conferences, and individual and group research projects.

14. Aids in the development of a professional library.

15. Provides opportunities for teachers to observe the work of other schools, clinics, or related services.

16. Recognizes, on personnel records, by letters of commendation, or other means, instances of unusual professional growth or educational achievement.

17. Uses a friendly and understanding approach in discussing the problems of teachers.

18. Encourages staff members to s-ek ways of promoting moral and spiritual values through school activities.

Evaluation

a. How effective is the professional leadership of the principal and his assistants?

EVALUATING TEACHER EFFICIENCY

The evaluation of the teacher efficiency must ultimately be made in terms of the increased and properly directed growth of the pupils. It seems a sound assumption that this is in large measure determined by the wisdom and skill of the teacher is selecting objectives, in preparing or approving proposed educative experiences, in motivating and directing the learning by pupils, always recognizing and providing for individual differences, and in finding and convincingly revealing opportunities for such extended use of what has been learned that it is stamped in for permanent possession and continued application. But teaching is a complex or variable factors, any one of which by neglect or over-emphasis may lessen or make impossible desired results. The carefully prepared combination of factors that fails with one group of pupils today may prove highly efficious with another group of pupils tonorrow.

In the appraisal of the efficiency of teaching there are, however, some general expectations we have of an efficient teacher that can be used for evaluative purposes. They are: (1) pre-class preparation, which encompasses the lesson plan, physical facilities and teaching materials; (2) presentation, which encompasses the use of the lesson plan, organization of the lesson, presentation techniques, communicative ability, administrative functions, and evaluative functions. Thus, what parents should look for when attempting to evaluate teacher is how efficient are they in carrying out their instructional duties and responsibilities which includes the following:

A. Instructional Activities: (6)

1. Instruction is planned to contribute to the school's objectives
2. Instruction is directed toward clearly formulated, comprehensive objectives of each course.
3. There is evidence of careful planning and preparation for instruction.
4. Needs, interests, and experiences of students are used in the selection and direction of instruction.
5. Instructional activities provide for extensive use of the library.
6. Instruction is individualized through such techniques as grouping of students with particular needs and through differentiated assignments.
7. Community resources are used to enrich the instructional program.
8. Teachers work cooperatively in coordinating instruction.

Evaluations

a. How adequate is the planning and preparation for instruction?

b. How adequate is instruction in its general characteristics to meet the particular needs of individual students in the school?

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(6) Ibid., p 56.

c. How adequate is instruction in its general characteristics to meet the common needs of all students in the school?

d. To what extent is a variety of instructional materials used?

e. To what extent are community resources used?

f. To what extent is instruction related to course objectives?

g. How good is the quality of instructional activities throughout the school?

B. Methods of Evaluation: (7)

1. Evaluation of class and individual accomplishment is an integral part of the teaching-learning process.

2. Students participate in the evaluation of their own progress in learning.

3. Interpretation of the results of evaluation is used in planning instruction.

4. A variety of testing techniques is used, including standardized tests and teacher-made objective and essay tests.

5. Tests are used to identify students who need remedial instruction.

6. Tests are used to reveal strengths and to suggest areas for further study.

7. Attention is regularly given to examining validation data of any standardized tests before use.

Evaluations

a. How appropriate are the evaluation procedures?

b. How comprehensive are the evaluation procedures?

c. How well do teachers use results of evaluation in analyzing the effectiveness of their teaching?

d. How well do evaluation procedures help students understand the nature of their progress?

e. To what extent do evaluation procedures identify students of unusual promise?

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(7) Ibid., p 57.

EVALUATING THE PROGRAM OF STUDIES

There have been presented numerous evaluative criteria for evaluating administrators and teachers, basic principles on which it should be built, and many suggestions regarding what parents can do with reasonable expectation of success. At this point, parents may properly ask, "What is the evidence that the program of studies is effective, that it justifies the cost in time, effort, and money? Parents who consider enrolling their children in a program of studies designed to enhance academically their children's cognitive and affective domain should want to know whether it is worth while, and having participated in such programs of studies they naturally would like to justify it to themselves and their children.

This question as proposed really consists of two implied questions that parents should seek to answer for themselves: How is the program of studies organized ; the curriculum development procedures; what are the general characteristics of the program; and the desired or the general outcomes of the program of studies.

The above questions cannot be answered objectively, for programs of studies are of many kinds, and each kind may be carried on with varying interest in a widely varied setting. It varies not only in programs, but also in the administration of the programs with individual teachers and at different times. Many factors, some of them beyond the control of the administrators and teachers, constantly and irregularly play on a pupil and condition his growth. The influence of each factor may be strong or weak in isolation or in peculiar combinations with others, and the total influence on a pupil's growth may be decisively beneficient or destructive

regardless of the attempted program of studies.

Although it is still impossible entirely to isolate the effects of the program of studies, it is possible to get a fairly valid and reliable answer if evaluation is made with a sufficient amount of criteria over a sufficient span of time. In this regard, the factors of the program of studies that can be marked as constants are: the organization of the program, the curriculum development procedures, the general characteristics of the program of studies, the instructional activities, the methods of evaluation and the general outcomes of the program of studies. When each of these factors are carefully studied, the evidence is that improvement in pupils' achievements or failure occurs in every subject which is given sound educational planning. If this is true, then parents can evaluate the program of studies by procuring judgments on the values of the planned program of studies. The following criteria from the Manual of Evaluative Criteria is recommended for parents desiring to evaluate the program of studies:

A. Organization: (8)

The Program of Studies:

1. Is based upon the philosophy and objectives of the school.
2. Is based upon an analysis of the educational needs of youth.
3. Provides for both the common and individual needs of the students of the school.
4. Provides organized sequences of courses.
5. Provides courses or sequences of courses especially developed for the superior or advanced students.
6. Provides courses or sequences of courses especially developed for the slow-learning students.

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(8) Ibid., p 51.

7. Is flexible in time allotments in such ways as variation in number of periods for elective subjects, periods allotted to special help and remedial work, and time devoted to course work initiated by students.

8. Has prescriptive provisions to ensure a balanced program as to both scope and sequence for each student.

9. Recognizes the contributions made by the student activity program.

10. Is examined periodically to identify needed changes.

Evaluations

a. How well is the program of studies organized to meet the needs of different levels of ability?

b. How well is the program of studies organized so that each student has a balanced educational program?

c. How well does the program of studies provide for sequential study?

B. Curriculum Development Procedures: (9)

Checklist

1. Curriculum development procedures include an analysis of student and community needs.

2. All staff members have an opportunity to contribute to curriculum development.

3. Provision is made for staff members to work together to achieve coordination of instruction within a grade.

4. Provision is made for staff members to work together to achieve coordination among grades.

5. Teachers are relieved from other assignments to assist in curriculum development.

6. Funds are provided for necessary expenses of curriculum projects, such as textbooks and reference materials and professional and secretarial assistance.

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(9) Ibid., p 52.

7. Parents are consulted in curriculum development activities.

8. Suggestions of students are considered in curriculum development.

9. Professional consultants are used in curriculum development procedures.

10. School curriculum development is coordinated with that of the district or other larger units.

11. Curriculum development procedures provide for the evaluation of pupil achievement according to each individual's aptitudes and abilities, as well as according to standards of teachers and the level of group achievement.

Curriculum development procedures include the use of:

12. Follow-up studies of students who have left school.

13. Analysis of reasons for student failures.

14. Study of curricular materials used in other schools.

15. Study of reports of research.

16. Continuous evaluation of the educational program.

17. Studies of the local community.

18. Experimentation with new materials and procedures.

19. Publications by state departments of education and state, regional, and national organizations and agencies.

Evaluations

a. To what extent has the staff participated in curriculum development?

b. To what extent are resources such as materials and specialists available for use in curriculum study?

c. To what extent are resources such as materials and specialists used in curruculum study?

d. To what extent do curriculum development procedures recognize the needs of students and the community served?

GENERAL CHARACTERISTICS OF PROGRAM (10)

The program of studies provides:

1. Opportunities for developing aptitudes, abilities, and interests of students.
2. Opportunities for developing skills in reading, writing, speaking, and listening.
3. Emphasis by all teachers upon correct usage of grammar, spelling, and vocabulary.
4. Emphasis by all teachers upon handwriting.
5. Emphasis by all teachers upon correct speech habits.
6. Emphasis by all teachers upon use of number concepts.
7. Emphasis by all teachers upon development of study skills.
8. Opportunities for acquiring a knowledge and appreciation of the cultural heritage.
9. Opportunities for acquiring a fuller understanding of human nature, such as through the vicarious experiences of literature.
10. Opportunities for developing favorable attitudes toward physical health practices.
11. Opportunities for developing favorable attitudes toward mental health practices.
12. Opportunities for developing favorable attitudes toward home and family living.
13. Opportunities for pupils to become intelligent consumers of goods and services.
14. Opportunities emphasizing preparation for and participation in citizenship activities.
15. Opportunities emphasizing rights and responsibilities of citizens in the American democracy.
16. Opportunities planned to develop sound moral and ethical standards.
17. Opportunities to consider attractive ideals and strong motives for character development.

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(10) Ibid., p 55.

18. Opportunities to develop awareness for esthetic values.

19. Opportunities to develop leisure-time skills.

20. Opportunities for developing favorable attitudes toward wise use of leisure.

21. Opportunities to learn and practice approved social behavior (check) _____ in school, _____ on the street, _____ at home, _____ when a guest, _____ at a social function.

22. Emphasis upon broad concepts which have application beyond subject fields.

23. Opportunities for students to do critical thinking in all subject areas.

24. Emphasis upon critical analysis of present-day problems.

25. Opportunities for individuals to do special work along the lines of their interests and abilities.

26. Preparation for education beyond the secondary school in a variety of areas.

27. Planned activities for appraising and evaluating the content and outcomes of the educational programs.

Evaluations

a. To what extent are staff members aware of their responsibilities for maintaining and strengthening the basic skills?

b. How adequate is the nature of offerings in terms of the particular needs of individual students?

c. How adequate is the nature of subject offerings in terms of the common needs of all students?

d. How adequate is the emphasis upon the development of appropriate attitudes?

GENERAL OUTCOMES OF THE PROGRAM OF STUDIES (11)

Checklist

The study of available evidence and observation by staff members indicatesthat students:

1. Exhibit seld-discipline in the corridors, lunch-rooms, and in assemblies.
2. Are developing ability to make decisions on the basis of emotion or prejudice.
3. Are learning to use time and ability effectively and constructively.
4. Are willing to acknowledge responsibility for their actions and obligations.
5. Are developing self-reliance by making decisions and carrying out plans.
6. Are developing originality and creativeness in carrying on classroom and other activities.
7. Show responsibility in the care and treatment of school property.
8. Display enthusiasm concerning school activities.
9. Exhibit devotion to sound ideals in their school lives.
10. Participate in democratically conducted classroom procedure.
11. Participate in class elections and student council activities.
12. Choose and follow good leaders.
13. Are concerned with spiritual values.
14. Keep divisive influence of cliques, factions, racial groups, and similar elements under control.
15. Are willing to subordinate personal advantage to the common welfare.
16. Are honest in handling money and in dealing with the belongings of others.

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(11) Ibid., p 58.

17. Are dependable in such matters as fulfilling promises, discharging obligations, and finishing tasks.

18. Demonstrate enjoyment of beauty in nature and art.

19. Understand the importance of the home and family.

20. Understand the importance of law and constituted authority.

21. Reveal adequate achievement with the basic tools of learning.

22. Are successful in subjects other than the basic skills.

23. Are successful in their work experience programs or after-school work activities.

24. Carry over activities conducted in school to their out-of-school lives.

25. Participate in local community recreational activities.

26. Have a low incidence of delinquency.

27. Exhibit a desire to apply safe practices in their daily life.

The study of available evidence indicates that former students and graduates:

28. Are admitted by colleges of the type best suited to their needs, interests, and abilities.

29. Are successful in college.

30. Are studying for the professions.

31. Are successful in the vocational areas for which they are prepared.

32. Show interest in civic affairs.

33. Assume responsibilities as leaders in community affairs.

Evaluations

a. To what degree do evidence and observation indicate that present studies are achieving such outcomes as are suggested above?

b. To what degree do evidence and observation indicate that former students and graduates are acheiving such outcomes as are suggested above?

The evaluative criteria outlined in the previous pages should enhance the ascertainment of efficient or inefficient administrators and teachers and quality programs of studies. Too many people are being employed in urban schools who do not have the patience, proper attitude, tolerance, personality traits, and other qualities which will enable them to become successful educators and deliver relevant service and instruction. Black parents and other minorities are wont to compare their opinions of the merit of their educational leaders. The evaluative criteria should tell them at any time how effectively the educators are meeting those requisites.

Traditionally and almost universally, parental evaluations have been looked upon by educators with dread, distaste, and frequently with unqualified abhorence. This attitude has grown up as a result of misuse of the evaluation process, and a feeling on the parts of educational leaders that evaluations are not always fair. This attitude is unfortunate. It could and should be otherwise. In the realm of the sports world, business and other competitive institutions there is a zest in meeting a test or in demonstrating effectiveness and efficiency. Ideally, teachers and administrators being public servants should be no exception. Until very recently the evaluation process in public schools was used almost exclusively by teachers as a means of ascertaining the achievements of pupils; and by administrators as a means of awarding merit pay, promotions and tenure to teachers and other administrative staff members.

There is need for a more accurate evaluation of the efficiency of school administrators and teachers than the general impresssion of merit can supply.

It is not enough to say that Mrs. Brown is an excellent or a poor administrator, or Mr. Jones is an excellent or poor teacher. Parents should strive to be able to say how excellent or how poor their educational leaders are. They should strive to be able to state the efficiency and the inefficiency of the administrators and teachers of their schools and the program of studies in quantitative and objective terms just as the educators are able to express to parents in such terms the academic shortcoming of their children in school.